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Social Media Guidelines: Recommendations for the Development of Undergraduate Pharmacy Student Guidelines

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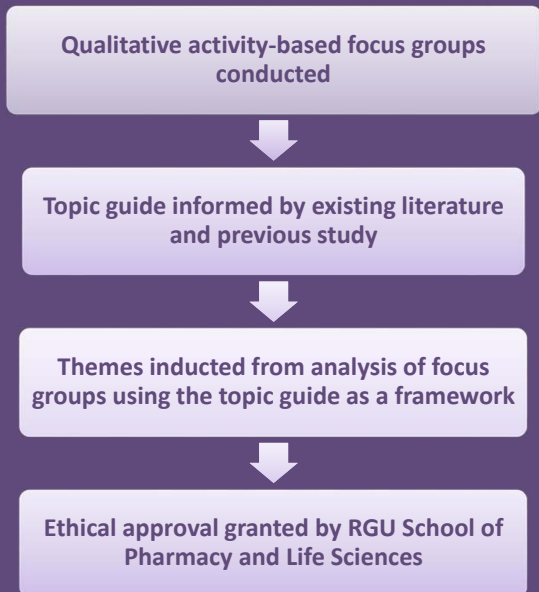Robert Gordon University @RGUPharmacy Contact: ✉ alyson.brown@rgu.ac.uk @alyjbrown

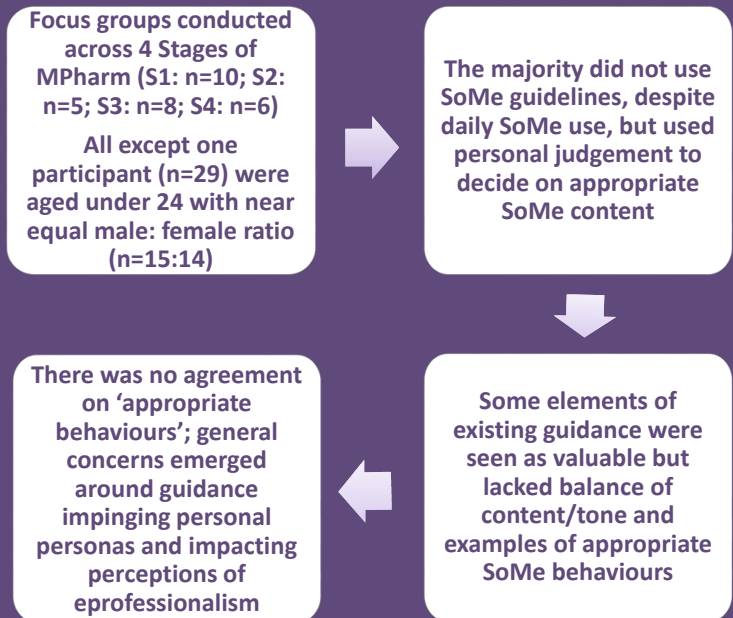**ROBERT GORDON UNIVERSITY ABERDEEN**

Introduction

- ☑ Social Media (SoMe) is merging personal and professional personas

- ☑ Healthcare organisations publish guidance on the responsible use of SoMe

- ☑ Lack of understanding by undergraduate (UG) students of how online behaviour relates to the student code of conduct

- ☑ Need for guidance which will be directly applicable to the student context

The aim of the study was to develop peer-group designed recommendations for pharmacy student SoMe guidelines

Method

> **Qualitative activity-based focus groups conducted**

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> **Topic guide informed by existing literature and previous study**

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> **Themes inducted from analysis of focus groups using the topic guide as a framework**

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> **Ethical approval granted by RGU School of Pharmacy and Life Sciences**

Results

> **Focus groups conducted across 4 Stages of MPharm (S1: n=10; S2: n=5; S3: n=8; S4: n=6)**
>
> **All except one participant (n=29) were aged under 24 with near equal male: female ratio (n=15:14)**

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> **The majority did not use SoMe guidelines, despite daily SoMe use, but used personal judgement to decide on appropriate SoMe content**

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> **Some elements of existing guidance were seen as valuable but lacked balance of content/tone and examples of appropriate SoMe behaviours**

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> **There was no agreement on 'appropriate behaviours'; general concerns emerged around guidance impinging personal personas and impacting perceptions of eprofessionalism**

Conclusions

- ☑ SoMe guidelines for UG pharmacy students should address concerns surrounding eprofessionalism

- ☑ Guidelines should include examples of good practice, yet should contain clear 'points for practice' in a simple, user-friendly format alongside a video or lecture presentation

- ☑ Student-specific guidance was viewed as beneficial to support UG students, in particular, with the blurred boundaries between personal-professional personas